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ABSTRACT

This publication examines the results obtained from data gathered during the phase two (follow-up) of a three year longitudinal study to examine the effects of certain inhibitory factors on the plans of high school seniors. Factors postulated were: (1) familial economic factors; (2) proximity to higher education institutions; (3) scholastic standing; (4) peer values and influences; (5) familial values and influences; (6) the impact of the secondary school guidance program; (7) social class; and (8) sex. The purposes of phase two were: (1) to determine whether students carried out their declared plans; and (2) to analyze factors which caused them to change their plans. A questionnaire was developed for these purposes. Generally, it was found that students did follow through. When changes occurred money was the most significant factor. Other findings were presented and compared with those of phase one. (TL.)

ED 046020

A Longitudinal Study of the Barriers Affecting the Pursuit of Higher Education By New York State High School Seniors

PHASE II

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CG 006 084

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Planning in Higher Education
Albany, New York 12224
July 1970

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The University of the State of New York
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THE UNIVERSITY OF THE STATE OF NEW YORK

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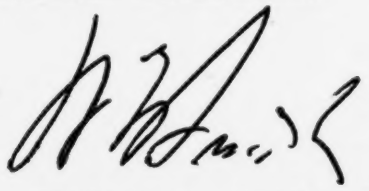
FOREWORD

The Regents of the University of the State of New York requested that research be undertaken to ascertain the reasons for the loss of talented students from the formal educational structure at the end of high school. To fulfill this request, the Bureau of Research in Higher and Professional Education began a longitudinal study of the barriers which prevent students from seeking higher education. The study is structured in three phases. This report contains only the findings of the second phase which involved re-questioning a percentage of those students who had participated in Phase I of the study, to determine to what extent the prestated goals had been fulfilled. The third phase of the study incorporates interviews with a selected group of respondents. The final report of the longitudinal study will present the implications and recommendations.

Donald Y. Nutter, Associate in Education Research, developed the instrument used in this phase of the study. Data processing and statistical skills were provided by James A. Carter, Associate Computer Programmer and Hedy A. Gordon, Education Aide. The final report was written by Sylvia L. Persico, Consultant and Helen B. Wolfe, Chief of the Bureau of Research in Higher and Professional Education.



William N. Smith, Director,
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I. INTRODUCTION

In August 1969, a report was released entitled, A Longitudinal Study of the Barriers Affecting the Pursuit of Higher Education by New York State High School Seniors, PHASE I. This concluded the first phase of a 3-year longitudinal study being conducted by the Bureau of Research in Higher and Professional Education to examine the effects of certain inhibitory factors on the plans of high school seniors in New York State. The factors, or barriers, postulated for the total study were:

... familial economic factors

... proximity to higher education institutions

... scholastic standing

... peer values and influences

... familial values and influences

... impact of the secondary school guidance program

... social class

... sex

This publication examines the results obtained from data gathered during the execution of PHASE II of the longitudinal study and relates the principal findings of the first two phases.

The purposes of the Phase II followup study were: (1) to determine the extent to which students actually carried out their declared plans, and (2) to analyze the factors which caused students to change their plans. The instrument used in data collection was constructed by the Bureau of Research in Higher and Professional Education and appears in appendix A.

The third phase of the study, now in progress, involves telephone interviews with a random subsample of 50 percent of the respondents in PHASES I and II. It is anticipated that the final phase will be completed

by fall 1970. Because only the results of the second phase appear in this publication, the reader should consult the first document for the complete background of the study.

II. METHODS AND PROCEDURES

The second phase of the study was initiated during the 1968-69 school year. From the original sample of 5,175 seniors, 20 percent of the respondents (1,035 students) were selected at random, and were mailed the appropriate data collection instrument. Of these, 561 students completed the questionnaire. Eleven questionnaires were found to be invalid, so defined if they lacked responses to more than 10 percent of the items affecting them, thus reducing the total population studied to 550 students, for a 54 percent response rate. Of the total students studied in Phase II, 45 percent were males and 55 percent were females in contrast to the original population, which was composed of 47 percent females. The geographical areas represented by the students appear in table 1.

Table 1

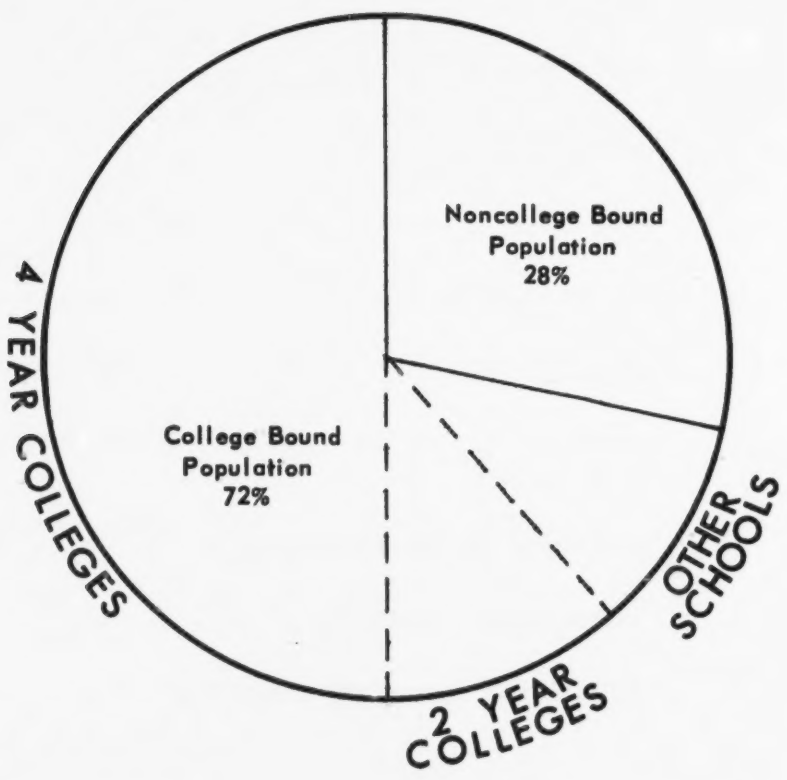
Geographical Areas Represented by Respondents

Geographical Areas	Number of Respondents
New York City	135 (25%)
Big Six Cities (Albany, Buffalo, Rochester, Syracuse, Utica, Yonkers)	106 (19%)
Four Counties Bordering New York City (Nassau, Suffolk, Westchester, Rockland)	80 (15%)
Remaining Areas of the State	229 (41%)
TOTAL	550

A. The Sample

When comparisons were made between the original sample and the followup sample, it was found that 25 percent of the students in the follow-up sample were from New York City as compared with 26 percent in the original sample. In both samples, 19 percent of the respondents came from the "Big Six Cities." The four counties bordering New York City contributed 15 percent in the followup and 17 percent in the first sample. The remaining areas of the State accounted for 41 percent of the students in the followup and 38 percent in the first sample. Although the geographical distribution achieved in the followup correlated closely with the original, both distributions overrepresented the "Big Six Cities" and underrepresented the four counties bordering New York City on a statewide comparison. When the representativeness of the sample was analyzed, it was found that 72 percent of those who responded were already enrolled in college. See figure 1 for a graphic description of the sample obtained.

Figure 1



The skewed distribution found in the postsecondary pursuits of PHASE II was taken into account in data analysis and interpretation. In PHASE I, because of school administration help, there was a response rate of 94 percent, whereas PHASE II depended upon a voluntary response and resulted in a 54 percent return. As a result, it was decided to seek out a number of the nonvolunteer respondents for PHASE III of the study in order to remove the bias toward those in educational pursuits present in the volunteer population used for the present study.

B. The Instrument

The instrument used to gather the data (appendix A) was designed (1) to examine how closely the students' stated goals coincided with their achievements 6 months later and (2) to determine what factors may have caused any resultant deviations from stated goals. To validate data from the original instrument, some items were repeated on the followup questionnaire. In addition, the eight variables postulated as barriers were related to specific items on the second questionnaire.

The followup questionnaire elicited information about:

... current activities

... academic progress

... influence of significant persons

... perceptions of school experiences

... perceptions of the college environment

... impact of the secondary school guidance program

... college being attended

... vocational goals

... financial support received

III. PRESENTATION AND ANALYSIS OF DATA

A. Current Activities of the Respondents

Table 2 summarizes the activities of the sample studied in PHASE II. For a detailed analysis by sex, see table 7 in the appendix.

Table 2

Current Activities of Respondents*

Winter 1969 Activity	Total Respondents
Full-time Education	400 (72%)
Full-time Employment	91 (17%)
Apprenticeship	4 (1%)
Military Service	11 (2%)
Homemaking	8 (1%)
Exploring other opportunities	11 (2%)
Replanning after leaving college	5 (1%)
Other	14 (3%)
No response	6 (1%)
TOTAL	550

*Percentages in all tables have been rounded to the nearest whole number.

Inferences drawn from the current activities will be discussed as various barriers to higher education are examined.

B. Types of Institutions Selected by Students Continuing Their Education

The type of institution attended by a plurality of students was a 4-year public college in New York State. The respondents tended to remain within the State, with 277 (69 percent) of the students attending 4-year and 2-year institutions within the State. Eighty-two students (21 percent) chose out-of-State institutions. These percents compare favorably with the results found in PHASE I. Seventy-four percent of the respondents in PHASE I preferred in-State institutions, while 19 percent of those students continuing their education planned to attend an out-of-State institution.

Four-year private institutions located in New York State were more attractive to boys than to girls. This could be accounted for by earlier findings that parents were less willing to borrow money for a girl's college education than for a boy's. If finances were a consideration, fewer girls would be likely to attend private institutions. Table 3 summarizes the types of institutions selected by those students continuing their education.

Table 3

Types of Institutions Students Selected

Types of Institutions	Total College Students	
	Number	Percent of Total
4-Year Private in New York State	73	18%
4-Year Private outside New York State	51	13
4-Year Public in New York State	115	29
4-Year Public outside New York State	23	6
2-Year Private in New York State	7	2
2-Year Private outside New York State	4	1
2-Year Public in New York State	82	21
2-Year Public outside New York State	4	1
Other Type of Higher Education Institution	24	6
No Response	17	4
TOTAL	400	--

For an analysis of the types of institutions attended, by sex, see table 9 in the appendix.

C. Types of Educational Experiences Selected by Noncollegiate Respondents

Even though a graduate did not elect to go on to college, this was not taken to mean that his education had ended. The noncollegiate respondents were asked to indicate the type of education they were currently pursuing, if any.

Seventy-four percent were engaged in some form of postsecondary education. This varied from "on-the-job" training (25 percent) to various educational programs offered by industry, business, and the military. Only 1 percent of the total group chose adult education programs as a viable means of furthering their education, suggesting that the formalized school situation was not very satisfying to this group. Table 4 shows the variety of educational activities being pursued by the noncollegiate respondents.

Table 4

Types of Educational Activities Being Pursued by Noncollegiate Respondents

Types of Education	Total Noncollegiate Respondents	
	Number	Percent of Total
On-the-Job Training	37	25%
Apprenticeship	5	3
Military Service School	9	6
Correspondence School	1	1
High School Adult Education	1	1
Part-time College - Noncredit	3	2
Part-time College - Credit	6	4
Specialized Short Training Programs	14	9
Other	34	23
No Response	40	26
TOTAL	150	--

For a further analysis of the noncollegiate respondents' educational activity, by sex, see table 9 in the appendix.

D. Financing A College Education

A significant proportion of students (61 percent) were being subsidized by their parents for at least 50 percent of their educational costs. In PHASE I, it was suggested that the financial barrier--the high cost of postsecondary education--would be more apparent once the student actually entered college. Many changes in plans were observed. When students were asked why they had changed their college plans, money proved to be the major factor. A number of students who had intended to go away to college were now attending an institution close to home. Of this group, 45 percent cited money as the reason for their change in plans.

Some of the data gathered during the execution of PHASE I indicated that many students had little concept of the true cost of higher education and had failed to discuss financial matters with their parents. Such students would fail to possess sufficiently accurate data on which to base sound decisions. It is not surprising to find that in June of their senior year their plans were unrealistic.

However, when it came time to enter college that fall, students made a number of changes to bring their expectations into line with reality. Many students who initially had not planned to work were forced to seek part-time employment once they entered college. In an attempt to reduce college expenses, students altered their original plans to attend college out-of-State and enrolled in a New York State institution. Not only did this action reduce travel expenses, but financial assistance granted by the State, e.g., the Scholar Incentive Awards and Regents Scholarships, would also be available to meet college expenses. Shortening the length of study also seemed to be a viable way of reducing the cost of one's education. Forty-four students who initially planned to enter 4-year institutions

enrolled in 2-year institutions. They again cited money as the primary factor causing this shift in plans. Public institutions offering lower cost education attracted 45 students who initially had planned to attend private colleges.

When students estimated their total yearly costs for college, 50 percent said their expenses ranged between $2,000-$3,000. One-fourth reported that their yearly expenses exceeded $3,000. The disparity between actual educational costs and the financial support given the student through the Scholar Incentive Award is apparent.

Lack of money accounted for significantly more changes in the college plans of girls than boys. This finding corresponds with earlier data in this study which showed that parents were somewhat more reluctant to assume financial obligations for their daughters' education.

Since college costs proved to be greater than students expected, numerous changes in plans resulted: (1) Students went from private institutions to public institutions; (2) They changed from 4-year colleges to 2-year colleges; (3) Students changed from residential colleges to commuting colleges; (4) They took part-time jobs when they had not previously planned to work; and (5) Students enrolled in colleges in New York State instead of following their original plans to attend out-of-State institutions.

E. Scholastic Ability of Graduates

An attempt was made to correlate the respondents current activities with their high school achievement, as measured by their class rank obtained in June 1968.

Sufficiently complete data were available for 400 respondents. One hundred and eighty-four of these ranked in the first achievement quartile, with 99 in the second quartile, and 117 in the bottom half of their June

graduating classes. Since PHASE I of the study had school administrative assistance, the 47 percent of the sample ranking in the top half of their class represents a fairly normal distribution. In PHASE II, however, with the response on a completely voluntary basis, the high achievers tended to be the ones who replied, and therefore were overrepresented.

Of those students ranking in the top quartile of their high school class, 93 percent were in college 6 months later. Seventy-three percent of these students entered their first choice college. Of those students ranking in the second quartile, 70 percent were in college 6 months later. Fifty-three percent of these entered their first choice college. Half of those students ranking in the bottom half of their class continued their education and 68 percent of this group entered their first choice college. This evidence suggests that with proper selection, students with relatively low academic achievement in high school can find a satisfactory college. (See table 11.)

In addition to examining the relationship between class rank and several variables, the Regents Scholarship and College Qualification Test scores were used as an index of high school achievement. The scores available appear in table 12 in the appendix.

The RSCQT scores were available for 380 respondents. Of these, 21 percent scored in the top interval. The majority of the respondents, in all score intervals, were continuing their education. The higher one's score, the greater was the likelihood that he would be enrolled in college. Of the respondents having the highest scores, 74 percent obtained admission to their first choice college. Statewide, the mean RSCQT score for the June 1968 graduates was 146.80, with a standard deviation of 52.92. An analysis of the students in these intervals showed that in the fourth interval, 48

percent were attending their first choice college and 68 percent in the fifth interval entered their first choice college. The average student in this study, as measured by the RSCQT, had better than a 50 percent chance of being accepted by his first choice college.

When the RSCQT scores were compared with major field of concentration, of the students in the top interval, 26 percent selected the physical sciences and mathematics, 23 percent chose the social sciences, and a quarter of the top students were undecided. Major concentrations in business were more attractive to students at the opposite end of the scale.

Twenty-six percent of the students in the top quartile said their parents were financing all of their education. This may be accounted for by several factors, e.g., (1) Students may be disqualified from receiving scholarships because of parental income, or (2) Students lose Regents Scholarships and Scholar Incentive Awards if they attend institutions outside New York State. One-third of the average students said their parents were financing all of their education. As scholastic ability of the student decreased, the percentage of parents paying all educational costs increased.

A number of inferences can be drawn from the data:

... even high scholastic achievement does not assure a student of acceptance by his first choice college, but his chances were 3 in 4 that he would be selected;

... students with relatively low high school achievement were able to find satisfactory colleges through judicious selection.

... average students have approximately a 50/50 chance of being admitted to their first choice colleges;

... one-fourth of the students in the top interval of the RSCQT reported their parents were paying all of their college costs;

... one-third of the parents of average students are assuming the total financial cost of educating their children;

... as scholastic ability of the student decreases it becomes more necessary for the parent to assume all financial costs for higher education.

F. Impact of Significant Persons

In an attempt to examine the influence of significant individuals on the plans of high school graduates, the respondents were asked to rank order the influence of parents, siblings, relatives, adults, teachers, guidance counselors, and peers. The results of these rankings for the college-attenders appear in table 5. A rank of 1 indicates the most influence, whereas, a rank of 8 indicates the least influence.

Table 5

Degree of Influence of Significant Persons on Collegiate Respondents

Significant Persons	College Students
Parents	1
Peers	2
Brothers or Sisters	3
Adults	4
Relatives	5
Counselors	6
Teachers	7
Clergy	8

As in PHASE I, the results showed that parents still exerted the greatest influence on students continuing their education. However, in this phase, the influence of the school had waned with counselors ranked sixth and teachers seventh. Their peer group and siblings have become a more vital factor in the lives of these students. Except for parents, adults had relatively little influence on these students.

Table 6

Degree of Influence of Significant Persons
on Noncollegiate Respondents

Significant Persons	Noncollege Youth
Parents	1
Peers	2
Teachers	3
Relatives	4
Adults	5
Brothers or Sisters	6
Counselors	7
Clergy	8

In both instances the college students and the noncollege youth selected their parents as having the greatest influence and clergymen as having the least influence on their future plans. Peers were also ranked second in influence by both groups. Counselors had relatively little influence upon the noncollege youth, but as these youth reflected back on their teachers' roles they tended to see them as having exerted a greater influence. Of 150 noncollege bound respondents who were asked to decide which individual was most responsible for their success in obtaining employment, almost half (49 percent) cited themselves.

G. Impact of Guidance and Counseling in the Secondary School

One factor influencing the high school graduate's future plans is his degree of involvement with the guidance and counseling services available to him. Respondents in PHASE II were asked for their opinions concerning various aspects of the services in their respective guidance departments. Most of these students were seemingly satisfied with services available to them. (See table 13 in appendix.)

Consensus of opinion regarding their guidance counselors, however, was not clearly evident in the responses of the graduates. Students were asked to check, from a list of 18, those adjectives which best characterized their counselors. (See table 14.) The counselor was generally described as "friendly" (63 percent), "helpful" (35 percent), and "usually available" (52 percent) by the collegiate population. The noncollegiate population felt that the counselor was generally "friendly" (57 percent), "helpful" (53 percent), and "understanding" (50 percent). It is interesting to note the discrepancy in responses between the collegiate and noncollegiate populations regarding the description of the counselor as "usually available." Only 35 percent of the noncollegiate respondents felt that this characteristic was descriptive of their counselors. This seems to lend some support to the popular belief that the guidance counselor spends more time with the college bound student than with the vocationally oriented student, which reinforces the findings of Phase I.

Specific questions dealing with the guidance counselor's assistance to students and with the distribution of his time were asked of the respondents in PHASE II. High school students, both collegiate and noncollegiate, were generally satisfied with the opportunities they had for contact with their counselors, but the response concerning student satisfaction

with help received in planning future vocational goals was less than enthusiastic (35 percent collegiate; 51 percent noncollegiate). When questioned whether or not they felt that their guidance counselors distributed their time fairly among college bound and noncollege bound, a large number of respondents (215) surprisingly chose to select the option "no opinion." One might suggest, that this segment of the student population did not feel the necessity for involvement with the guidance programs, or they lacked sufficient information on which to base a judgment.

The collegiate population, on the other hand, reacted strongly to to the question dealing with availability of information about scholarships and other financial aids. Almost 60 percent of the college bound students felt that the guidance counseling they received concerning financial aids available to them was inadequate.

H. Students' Assessments of Past Experiences

The 550 respondents were asked their opinions on varied aspects of high school and college life. They responded on a Likert Scale which ranged from strongly agree to strongly disagree. Half of the 14 questions dealt with attitudes and half with self-concept. The chi square technique was used to examine their responses for significant differences. For comparative purposes, the respondents were grouped in three categories. These were: total respondents, collegiate and noncollegiate respondents, and 2-year and 4-year collegiate respondents.

An analysis of the responses given on selected attitudinal statements follows. Responses to all questions can be found in table 15 in the appendix. The attitudinal statements used in the instrument appear in the left margin.

Many draft dodgers and loafers go to college.

When the answers of the total group were examined, almost half of them agreed that this statement was accurate. It was thought that perhaps this response might have been attributable to the noncollegiate population, but no significant differences were found between the collegiate and noncollegiate groups. Nor were any significant differences observed between the responses of the 2- and 4-year students. Apparently a large number of young people perceive colleges and universities as a haven either from the draft or from the labor market.

Anybody would go to college if they had enough money.

Only those with lots of money can go to college.

Both of these statements dealt with money availability. Of the total group, 85 percent disagreed with both statements. This means that 85 percent of the respondents felt that not everyone would want to go to college even if they had the money. Furthermore, this means that 85 percent of the respondents did not feel that only the wealthy can go to college. Evidently, the ready access to financial aid information has virtually eliminated the notion of a higher education being available to an elite only.

The most important part of one's education is not gained in a college classroom.

Only 17 percent of the total group felt this this statement to be false, which is interesting in view of the present campus unrest. A significant difference was observed between the 2- and

4-year college students. The 2-year student attached greater value to the importance of the education he was receiving in the c assroom than did the 4-year student. Although relevancy in higher education is a demand which the young are making, apparently 2-year students are less dissatisfied with their educational experience than are the 4-year students.

Students who go away to college benefit more than those who commute.

A majority of the total group of respondents felt this was true. As might be expected, a significant difference was found between the responses of the 2- and 4-year college students. The 2-year students disagreed with this statement more than the 4-year students did. Perhaps this reflects a need on the part of the 2-year students to reinforce their initial decision to attend a commuter institution.

An analysis of the responses made by the students on selected self-concept questions follows. Again, responses to all questions can be found in table 15 in the appendix.

I'm really not college material.

Only 8 percent of the total 550 respondents felt that they were not college material although 27 percent of the total group were not enrolled in college. Of the total, 71 percent felt they were capable of undertaking college level work. But, amazingly, of the total respondents, 21 percent were unable to assess their college

capabilities at all. A significant difference was observed between the responses of the 2- and 4-year students. Those attending 2-year institutions were more uncertain about their ability to do college level work than were those enrolled in 4-year schools. The self-concept of the noncollegiate respondents was significantly different from the collegiate respondents, i.e., noncollegiate respondents had less confidence about their scholastic capability.

I'm smarter than most of the members of my high school graduating class.

Forty percent of the total respondents felt they were not smarter than the other members of their graduating class. It is noteworthy that 27 percent of the respondents were totally unable to compare themselves with their classmates while the remaining third had a fairly positive self-concept and rated themselves as smarter than their former classmates. Significant differences were found between the collegiate and noncollegiate respondents with the collegiate group being much more positive about their intellectual capacities than were the noncollegians. The same was true when the 4-year students were compared with the 2-year students.

I didn't really want to go to college.

Seventy-one percent of the 550 respondents reported strong motivation to attend college. Thirteen percent did not want to go to college,

while 16 percent were neutral about attending college. A significant difference in motivation was observed between the 2- and 4-year students with the 2-year students failing to display the same degree of positive motivation. Many of the 2-year students selected the uncertain category.

My high school education didn't prepare me very well.

Fifty-nine percent of the respondents felt that their secondary school preparation was adequate, but one-fourth labeled their preparation as inadequate. The remaining respondents were uncertain about the adequacy of their preparation. A significant difference was observed between the responses of the 2- and 4-year students. Generally, the 4-year students were better satisfied with the adequacy of their preparation than were the 2-year students. The general education given in most secondary schools prepares a student for the type of education he will receive in his freshman year in college. However, the highly specialized type of training he is likely to receive in a 2-year school does not really take advantage of his general preparation. No significant differences were found between the collegiate and noncollegiate respondents.

I enjoy what I'm going with my life right now.

Significant differences were found between the collegiate group and the noncollegiate group on this statement. Those who were in college

seemed more content with their life circumstances than those not attending school. No other grouping of the respondents showed any significant differences.

I. Students' Perceptions of The College Environment

In a concluding series of questions, the 400 collegiate respondents were asked to rate their colleges using a nine point scale. A tabulation of all responses appears in table 16 in the appendix.

Students were asked about the social atmosphere of their colleges which was defined as: the friendliness of other students, the availability of people with similar interests, and the number and quality of social activities. Slightly over one-fourth (29 percent) rated the atmosphere as less than satisfactory, but 57 percent were more than satisfied with campus life. Apparently the majority of students selected colleges compatible with their own life styles and thus were personally satisfied with college life.

The academic atmosphere, defined as: the course requirements, the faculty expertise, and the academic standards, was also rated by the college students. Sixty percent found academic life more than satisfactory, with their rating ranging from challenging to excellent. Seventeen percent, however, rated their institutions as being less than satisfactory, with their ratings ranging from mediocre to totally unsatisfactory. There was found to be a moderately high correlation between the degree of satisfaction and the degree of academic success achieved, i.e., high academic achievement/high satisfaction and low academic achievement/low satisfaction. Since the sample was overrepresented by good high school achievers, it was not surprising to find the majority (80 percent) saying they were experiencing average or above average success in their freshmen year at college.

Students were asked to indicate the degree of contact between individual students and faculty members. Responses to this question revealed that one-third reported less than average faculty-student contact, one-third reported average contact, and one-third checked "much personal contact." In spite of the campus unrest and supposed alienation between student and faculty, two-thirds of the students were content with faculty contact at their schools.

One of the charges often leveled at higher education institutions relates to the lack of administrative concern for the well-being of students. Slightly over one-third (39 percent) of the respondents felt that the administration had little or no concern for the student. Thirty-five percent, however, rated the administrators as evidencing "considerable concern" for the welfare of the students. It would be interesting to observe what shifts in their perception occur, if any, as they proceed in their pursuit of higher education.

IV. SUMMARY

The purposes of the second phase of this 3-year study were to: (1) determine if students actually implemented their declared plans and, (2) analyze those factors which caused students to alter their plans. Twenty percent of the students included in the original sample were contacted 6 months after their graduation from high school. A total of 550 respondents returned the mailed questionnaire. The major findings appear in this section.

The majority (72 percent) of all respondents were engaged in the pursuit of a full-time collegiate education. These college freshmen showed a preference for attending 4-year public institutions located in New York State. Four-year private institutions within the State were more attractive to boys than to girls.

Almost three-fourths (74 percent) of those not going to college reported that they were furthering their education by enrolling in various forms of noncollegiate education, e.g., on-the-job training programs or specialized training programs. It seemed clear that the education process has not terminated for these students, but they are continuing to broaden their knowledge outside the higher education structure. This group of respondents also avoided adult education offerings in local high schools and displayed a preference for schooling offered by industry, business, and the military. This finding may indicate an alienation from the traditional educational structure by this group of respondents.

The high cost of college produced a number of changes in the students' initial plans. Faulty financial information or lack of understanding of financial implications on the part of high school seniors subsequently led to unrealistic plans being expressed. When confronted with the realities of pursuing a postsecondary education, students were forced to make a variety of adjustments. The changes observed in the plans of the respondents, calculated to reduce college costs, were: to enroll in public institutions instead of private institutions; to enter a 2-year college instead of a 4-year school; to commute to school instead of living on campus; to attend New York State schools instead of going out-of-State; to work part-time instead of not to work at all. Money was the most significant factor for the changes cited by the students. It would seem that counselors and parents need to be frank in their financial discussions with them. Ultimately this would result in a more stable picture for the student once he gets to college.

Ninety-three percent of those students who ranked in the top quartile of their high school class were in college 6 months later. Of the top achievers, three-fourths entered their first choice college. Half of those

students responding, who placed in the bottom half of their class, continued their education with slightly over two-thirds entering their first choice college. Apparently this group of relatively low achievers was judicious in their college selection. One-fourth of the most able students responding were receiving total financial support from their parents while one-third of the average students reported total parental support.

Except for parents, adults had relatively little influence on those students continuing their education. As these students reflected back on their former teachers and counselors, they assigned relatively little credit to the influence these adults exerted on their lives. Members of the family unit and their peer group became a more vital factor in the lives of the collegiate respondents. The noncollege youth also selected parents and peers as having exerted the greatest influence in their lives, but this group also saw their former teachers as having exerted a moderate influence on their lives. This evaluation of the impact of teachers on the lives of these young people represents a change from Phase I where they had ranked their teachers as having had very little impact on their lives. Since it was not possible to assess the direction of the heightened impact, it may be attributed to an awareness on the part of these young people that their teachers were, in a large part, responsible for what they are doing with their lives right now.

Generally, the respondents seemed to be satisfied with the overall quality of the guidance and counseling they received in high school. However, those not in college felt that counselors preferred to work with college bound youth rather than those seeking a career. College youth were critical of the adequacy of the financial counseling they received in high school. This finding reinforces previous findings concerning the changing plans caused by faulty financial information. It seems evident that this area has not been fully and accurately explored by students, parents, or counselors.

A number of questions dealt with the students' perceptions of the high school and college situation. Among these findings, it was observed that many of these young people saw higher education institutions as a haven from either the draft or the labor market. Two-year students were more satisfied with the relevancy of their current education than were 4-year students. Commuting to college was less desirable than residential living. Two-year students showed greater uncertainty about their ability to undertake college work than did those students enrolled in 4-year institutions. The same lack of confidence in scholastic ability on the part of the 2-year students was evident when these students compared themselves with former members of their high school graduating class. One-fourth of the respondents felt their high school preparation was inadequate for their present life circumstances. Generally, students who were in 2-year colleges were less satisfied with the adequacy of their secondary school education than were the 4-year students.

A concluding set of questions asked the collegiate group to rate their colleges. Slightly over half of the students were satisfied with college life and apparently had selected institutions which complemented their own life styles. Sixty percent found the academic atmosphere more than satisfactory while 17 percent rated their institutions between mediocre and totally unsatisfactory. Slightly over one-third of the respondents felt that the administration evidenced little or no concern for students.

Telephone interviews were attempted with 512 subjects. Of this number, 327 interviews were completed, resulting in a 64 percent response rate. These findings will be released at a future date as Phase III of the longitudinal study.

APPENDIXES

APPENDIX A

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ROBERT H. McCAMBRIDGE
ASSISTANT COMMISSIONER FOR
HIGHER EDUCATION PLANNING

OFFICE OF HIGHER EDUCATION PLANNING
WILLIAM N. SMITH, DIRECTOR
518: 474-3310

Appendix A

Dear 1968 High School Graduate:

In June you participated in a study being conducted by the Bureau of Research in Higher and Professional Education. You may recall answering the questionnaire which examined the post-high school plans of seniors in New York State.

This winter the Bureau is contacting a randomly selected group from the original participants for the purpose of examining how 1968 graduates have carried out their plans. Therefore, we would greatly appreciate it if you would complete the attached questionnaire and return it to us. All information which you supply will again remain confidential and no student will be identified in any manner when the final report is prepared. Please return your completed questionnaire in the envelope which has been provided.

Thank you for your interest and participation.

Sincerely,

W. N. Smith

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Research in Higher and Professional Education
Albany, New York 12224

SENIOR SURVEY FOLLOW-UP: 1968

INSTRUCTIONS:

Please read each question carefully. Then select the answer which fits your personal situation best. Circle the appropriate number on the separate answer sheet.

1. I am currently engaged in

   1. continuing my education, full-time
   2. full-time employment
   3. an apprenticeship program
   4. military service
   5. full-time homemaking
   6. exploring the opportunities open to me
   7. replanning after dropping out of college
   8. other

2. How would you estimate your class rank during your last year in high school?

1. Upper 25% (75% or higher)	1	—100%
		—75%
2. 50-75%	2	
		—50%
3. 25-50%	3	
		—25%
4. Lower 25% (below 25%)	4	
		— 0%

3. Did the guidance service in your high school give you adequate help in learning about scholarships and other financial aids?

   1. Yes
   2. No

Instructions: Circle the number which best indicates your opinion of the following questions.

	Strongly Agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly Disagree (5)
4. Many draft dodgers and loafers go to college.	1	2	3	4	5
5. I'm really not college material.	1	2	3	4	5
6. Only those with lots of money can go to college.	1	2	3	4	5
7. I'm smarter than most of the members of my high school graduating class.	1	2	3	4	5
8. I didn't really want to go to college.	1	2	3	4	5
9. My high school education didn't prepare me very well.	1	2	3	4	5
10. Things are different from what I thought they would be last year.	1	2	3	4	5
11. The most important part of one's education is not gained in a college classroom.	1	2	3	4	5
12. Success in life is really only a matter of luck.	1	2	3	4	5
13. I enjoy what I'm doing with my life right now.	1	2	3	4	5
14. Students who go away to college benefit more than those who commute.	1	2	3	4	5
15. People go to college because most of their friends are.	1	2	3	4	5
16. Anybody would go to college if they had enough money.	1	2	3	4	5
17. Things are mixed up in my life right now.	1	2	3	4	5

For each of the following items, please circle the number which best describes your opinion. To what extent were you, as a high school student, satisfied (with):

	Very Dissatisfied (1)	Dissatisfied (2)	No Opinion (3)	Satisfied (4)	Very Satisfied (5)
18. The opportunities for contacts with your guidance counselor?	1	2	3	4	5
19. The help you received from your counselor concerning future vocational plans?	1	2	3	4	5
20. The extent to which your guidance counselor knew you?	1	2	3	4	5
21. The high school courses available to you?	1	2	3	4	5
22. The material on educational opportunities available to you?	1	2	3	4	5
23. That your high school guidance counselor distributed his time fairly among honor, average, and below average pupils?	1	2	3	4	5
24. That your high school guidance counselor distributed his time fairly among the college-bound and the noncollege-bound students?	1	2	3	4	5

25. How would you describe your high school guidance counselor (if more than one, the one you most often saw)? Check any of the following descriptions that apply:

1. unavailable
2. helpful
3. efficient
4. disinterested
5. young
6. hurried
7. friendly
8. understanding
9. too busy
10. old
11. honest
12. cold
13. inefficient
14. well informed
15. considerate
16. usually available
17. thoughtful
18. fair

26. Rank the following in order of the amount of influence they had upon the plans you have made. /#1 (greatest) through #8 (least)/

1. parents
2. brothers or sisters
3. close relatives
4. adult friends
5. teachers
6. a guidance counselor
7. a clergyman or pastor
8. classmates

IF YOU <u>ARE NOT</u> ATTENDING COLLEGE, PLEASE ANSWER THE FOLLOWING QUESTIONS.
STUDENTS ATTENDING COLLEGE MAY GO TO QUESTION 29.

27. Who was most responsible for your success in obtaining employment?

1. myself
2. parents
3. school officials
4. relatives
5. friends
6. a governmental employment agency
7. a private employment agency
8. other

28. Which of the following types of education (if any) are you presently engaged in?

1. On the job training
2. Apprenticeship
3. Military service school
4. Correspondence school
5. High school adult education
6. Part-time college, not for credit
7. Part-time college, for credit toward degree
8. Specialized short training programs in business, government or industry
9. Other

IF YOU ARE NOT ATTENDING COLLEGE, YOU HAVE COMPLETED THE QUESTIONNAIRE.
PLEASE RETURN THE ANSWER SHEET IN THE ENVELOPE PROVIDED.
THANK YOU.

IF YOU ARE ATTENDING COLLEGE, PLEASE ANSWER THE REMAINING QUESTIONS.

29. What college are you presently attending?

Name _____

Address _____

30. Are you attending college on:

1. a full-time basis
2. a part-time basis

31. Please indicate the type of institution you are attending.

1. a four-year private college in New York State
2. a four-year private college outside of New York State
3. a four-year public college in New York State
4. a four-year public college outside of New York State
5. a two-year private college in New York State
6. a two-year private college outside of New York State
7. a two-year public college in New York State
8. a two-year public college outside of New York State
9. other

32. Was the college you finally entered your

1. first choice
2. second choice
3. third choice
4. fourth choice
5. fifth choice
6. sixth choice
7. last choice

33. Please indicate the field of study or goal you intend to pursue at this time.

1. Agriculture
2. Business
3. Engineering
4. Science and Mathematics
5. Nursing
6. Humanities
7. Teacher Education: Elementary
8. Social Science
9. Undecided

34. Approximately what percentage of college expenses do your parents now pay?

1. 100%
2. 75% or more, but not 100%
3. From 50% to 74%
4. From 25% to 49%
5. 24-15%
6. Less than 15%, but not 0%
7. 0%

In the column at the left below are a number of possible changes between the type of college situation you were planning last spring, and the situation you are actually in now.

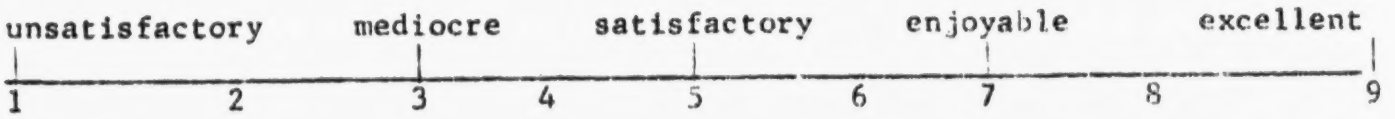
For each of the changes that you feel apply to you, please circle the appropriate number which most nearly indicate the reason(s) for the change.

Last spring	At present	Money Considerations	Military Service	Desire to be with friends	Change in career plans	Advice of faculty member	Desire for special training	Parental advice	Marriage	Illness
35. Full-time college	Part-time college	1	2	3	4	5	6	7	8	9
36. Part-time college	Full-time college	1	2	3	4	5	6	7	8	9
37. Away from home	Close to home	1	2	3	4	5	6	7	8	9
38. Close to home	Away from home	1	2	3	4	5	6	7	8	9
39. Four-year college	Two-year college	1	2	3	4	5	6	7	8	9
40. Two-year college	Four-year college	1	2	3	4	5	6	7	8	9
41. Three-year nursing program	Four-year nursing program	1	2	3	4	5	6	7	8	9
42. Four-year nursing program	Three-year nursing program	1	2	3	4	5	6	7	8	9
43. Public college	Private college	1	2	3	4	5	6	7	8	9
44. Private college	Public college	1	2	3	4	5	6	7	8	9
45. Part-time work	Not working	1	2	3	4	5	6	7	8	9
46. Not working	Part-time work	1	2	3	4	5	6	7	8	9
47. In-state	Out-of-state	1	2	3	4	5	6	7	8	9
48. Out-of-state	In-state	1	2	3	4	5	6	7	8	9
49. Did not plan to attend college	Am attending college	1	2	3	4	5	6	7	8	9
50. No scholarship	Received scholarship	1	2	3	4	5	6	7	8	9

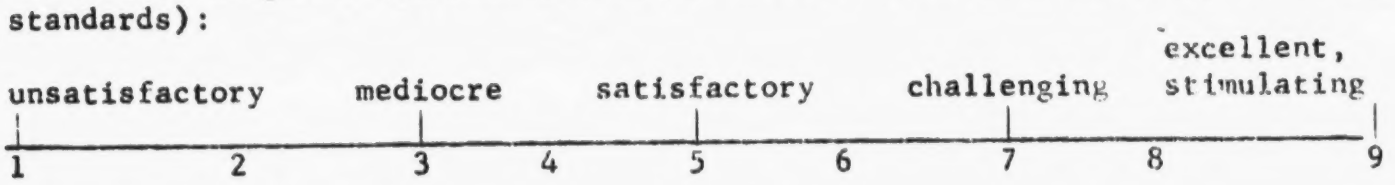
How would you rate the college you are attending, on each of the following scales? Please circle the number which best indicates your opinion.

For example: In question 51, circling 2 indicates that in your opinion the social atmosphere is between unsatisfactory and mediocre.

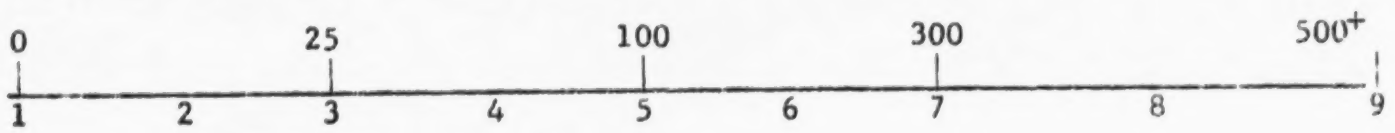
51. Social atmosphere (friendliness of students, availability of people with like interests, number and quality of social activities, pleasant community):



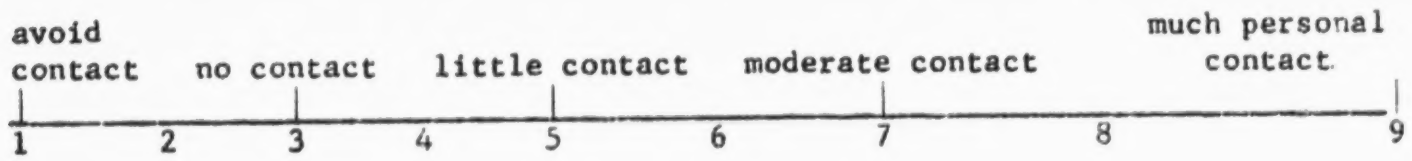
52. Academic atmosphere (course work requirements, ability of faculty, academic standards):



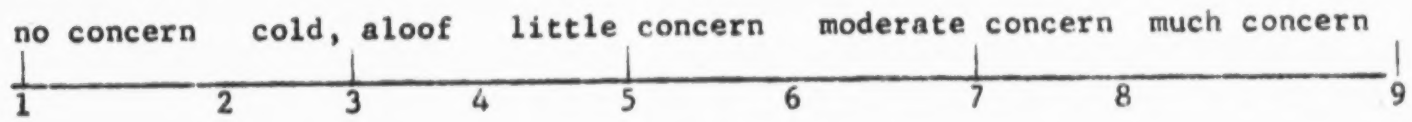
53. Distance from your home (in miles):



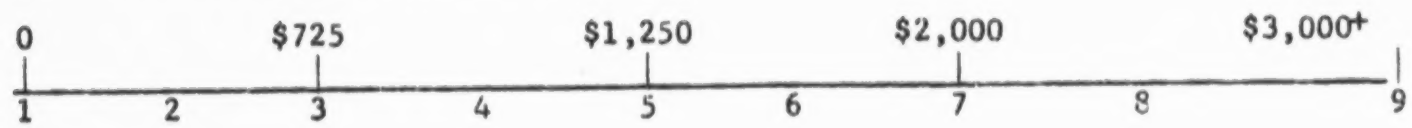
54. Faculty contact with students as individuals:



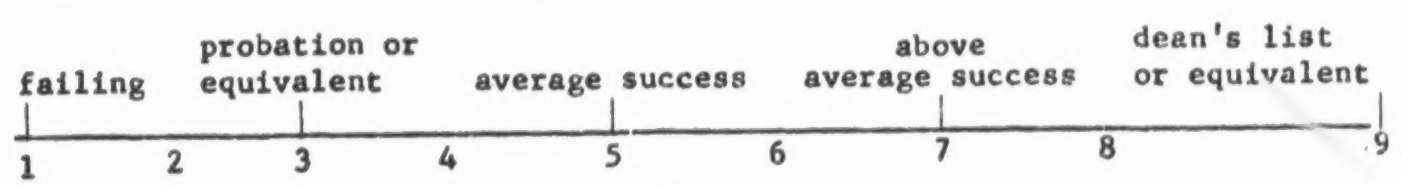
55. Administrative concern for students as individuals:



56. Estimated total cost per year (living expenses, tuition, books, clothes, transportation, entertainment)



57. Degree of academic success you have experienced so far:



APPENDIX B

Table 7

Current Activities of 1968 High School Graduates by Sex*

Winter 1968 Activity	Male Respondents			Female Respondents			Total Respondents	
	Number	Percent of Total Males	Percent of Total Respondents	Number	Percent of Total Females	Percent of Total Respondents	Number	Percent of Total
Full-time Education	188	76%	47%	212	70%	53%	400	72%
Full-time Employment	30	12	33	61	20	67	91	17
Apprenticeship Program	3	1	75	1	0	25	4	1
Military Service	11	4	100	0	0	0	11	2
Full-time Homemaking	0	0	0	8	3	100	8	1
Exploring other opportunities	4	2	36	7	2	64	11	2
Replanning after Leaving College	1	0	20	4	1	80	5	1
Other	6	2	43	8	3	57	14	3
No Response	4	2	--	2	1	--	6	1
TOTAL	247	--	45	303	--	55	550	--

*Percentages in all tables have been rounded to the nearest whole number.

Table 8

Types of Institutions Selected by Collegiate Respondents by Sex

Types of Institutions	Male College Students			Female College Students			Total College Students	
	Number	Percent of Males	Percent of Total College Students	Number	Percent of Females	Percent of Total College Students	Number	Percent of Total
4-Year Private in New York State	39	21%	53%	34	16%	47%	73	18%
4-Year Private outside New York State	25	13	49	26	12	51	51	13
4-Year Public in New York State	44	23	38	71	33	62	115	29
4-Year Public outside New York State	15	8	65	8	4	35	23	6
2-Year Private in New York State	5	3	71	2	1	29	7	2
2-Year Private outside New York State	0	0	0	4	2	100	4	1
2-Year Public in New York State	43	23	52	39	18	48	82	21
2-Year Public outside New York State	3	2	--	1	0	--	4	1
Other Type of Higher Education Institution	9	5	38	15	7	62	24	6
No Response	5	3	--	12	6	--	17	4
TOTAL	188	--	47	212	--	53	400	--

Table 9

Types of Educational Activities Being Pursued by Noncollegiate Respondents by Sex

Types of Education	Male Noncollegiate Respondents			Female Noncollegiate Respondents			Total Noncollegiate Respondents	
	Number	Percent of Males	Percent of Total Noncollegiate Respondents	Number	Percent of Females	Percent of Total Noncollegiate Respondents	Number	Percent of Total
On-the-Job Training	14	24%	38%	23	25%	62%	37	25%
Apprenticeship	4	7	80	1	1	20	5	3
Military Service School	9	16	100	0	0	0	9	6
Correspondence School	0	0	0	1	1	100	1	1
High School Adult Education	0	0	0	1	1	100	1	1
Part-time College - Noncredit	1	2	33	2	2	67	3	2
Part-time College - Credit	1	2	17	5	5	83	6	4
Specialized Short Training Programs	2	3	14	12	13	86	14	9
Other	12	21	35	22	24	65	34	23
No Response	15	26	--	25	27	--	40	26
TOTAL	58	--	39	92	--	61	150	--

Table 10

Parents' Contributions Towards Students' College Expenses

Proportion of Expenses Paid By Parents	Male College Students			Female College Students			Total College Students	
	Number	Percent of Males	Percent of Total College Students	Number	Percent of Females	Percent of Total College Students	Number	Percent of Total
100%	55	29%	48%	59	28%	52%	114	29%
75 - 99%	35	19	50	35	17	50	70	18
50 - 74%	25	13	45	31	15	55	56	14
25 - 49%	11	6	46	13	6	54	24	6
15 - 24%	12	6	46	14	7	54	26	7
1 - 14%	12	6	35	22	10	65	34	9
0%	33	18	57	25	12	43	58	15
No Response	5	3	--	13	6	--	18	5
TOTAL	188	--	47	212	--	53	400	--

Table 11

College Choices of Graduates by High School Class Rank

Class Rank June 1968	First Choice	Second Choice	Third Choice	Fourth Choice	Fifth Choice	Sixth Choice	Last Choice	NR	Total
Achievement Quartile 1	127 73%	28 16%	12 8%	2 1%	0	0	4 2%	11	184
Achievement Quartile 2	40 53%	23 22%	6 6%	3 3%	0	1 1%	2 2%	24	99
Achievement Quartile 3	34 41%	7 9%	2 2%	1 1%	0	0	3 4%	27	74
Achievement Quartile 4	11	6 12%	1 2%	1 2%	0	0	0	34	43

Table 12

Current Activities of Graduates According to Scores on Regents Scholarship and College Qualification Test

Score Interval	Education	Employment	Apprenticeship	Military	Homemaking	Exploring	Replanning	Other	Total
0-85	17 47%	9 25%	1 3%	1 3%	1 3%	2 6%	1 3%	3 8%	36 9%
86-105	18 69%	5 19%	1 4%	0	0	0	1 4%	1 4%	26 7%
106-123	24 63%	8 21%	0	2 5%	2 5%	0	0	2 5%	38 10%
124-142	33 85%	3 8%	0	2 5%	0	0	0	0	39 10%
143-161	44 86%	3 6%	1 2%	0	0	0	0	2 4%	51 13%
162-183	47 94%	0	0	1 2%	0	1 2%	1 2%	0	50 13%
184-210	59 95%	1 2%	0	0	0	0	1 2%	1 2%	62 17%
211-300	77 99%	0	0	0	0	0	0	1 2%	78 21%

Table 13

Students' Attitudes Towards Guidance and Counseling by Total Respondents

Item	Dissatisfaction	No Opinion	Satisfaction	Total
Opportunities for student-counselor contact	185 38%	73 15%	225 47%	483
Help on future plans	243 44%	110 20%	197 36%	550
Extent to which counselor knew student	168 31%	82 15%	300 54%	550
Courses available	152 28%	57 10%	340 62%	549
Information on opportunities	136 25%	87 16%	325 59%	548
Counselor time equal on ability	149 27%	176 32%	222 41%	547
Counselor time equal on college bound and noncollege bound	135 25%	222 41%	189 34%	546

Table 14

Description of High School Counselor
by All Respondents

Characteristic	Number of Total Respondents Selecting Item	Percent of Total Respondents Selecting Items
unavailable	84	15%
helpful	290	53
efficient	170	31
disinterested	58	11
young	84	15
hurried	172	31
friendly	339	62%
understanding	244	44
too busy	114	21
old	59	11
honest	215	39
cold	56	10
inefficient	78	14%
well informed	172	31
considerate	201	37
usually available	260	47
thoughtful	181	33
fair	238	43

Table 15

Responses of All Respondents to Attitudinal Questions

Item	Agree	Uncertain	Disagree
Many draft dodgers and loafers go to college	46%	19%	39%
I'm really not college material	8	21	71
Only those with lots of money can go to college	5	7	88
I'm smarter than most of the members of my high school graduating class	32	29	39
I didn't really want to go to college	13	16	71
My high school education didn't prepare me very well	25	16	59
Things are different from what I thought they would be last year	61	12	27
The most important part of one's education is not gained in a college classroom	59	24	17
Success in life is really only a matter of luck	5	10	85
I enjoy what I'm doing with my life right now	60	20	20
Students who go away to college benefit more than those who commute	60	23	17
People go to college because most of their friends are	15	22	63
Anybody would go to college if they had enough money	7	10	83
Things are mixed up in my life right now	38	15	47

Table 16

Students' Perceptions of College Environment

Item	Below Average				Average	Above Average				Total
	1	2	3	4	5	6	7	8	9	
Social Atmosphere	19	28	32	36	53	40	70	58	60	396
Academic Atmosphere	9	8	21	31	88	56	88	53	42	396
Faculty Contact	3	2	8	19	57	49	118	86	55	397
Administrative Concern	14	11	14	22	44	56	99	82	58	400
Academic Success	3	6	18	51	129	82	67	22	18	396

APPENDIX C

Appendix C

COLLEGES ATTENDED BY RESPONDENTS

Name of Institution	Location	Number of Respondents
Adelphi University	Garden City, New York	1
Albany College of Pharmacy	Albany, New York	1
Alfred University	Alfred, New York	1
Atlantic Union College	South Lancaster, Mass.	1
Stephen F. Austin State College	Nacogdoches, Texas	1
Bennington College	Bennington, Vermont	1
The Boston Museum--School of Fine Arts	Boston, Mass.	1
Boston University	Boston, Mass.	2
Brandeis University	Waltham, Mass.	1
Brigham Young Univ.	Provo, Utah	1
Polytechnic Institute of Brooklyn	Brooklyn, New York	2
Canisius College	Buffalo, New York	1
Carnegie Institute	Pittsburgh, Pa.	1
Cazenovia College	Cazenovia, New York	1
Cedar Crest College	Allentown, Pa.	1
University of Cincinnati	Cincinnati, Ohio	2
Coe College	Cedar Rapids, Iowa	1
Colgate Univ.	Hamilton, New York	4
Colorado St. Univ.	Fort Collins, Colorado	1
Columbia Univ.	New York, New York	3
Connecticut College	New London, Conn.	1
University of Conn.	Storrs, Conn.	1
Cornell Univ.	Ithaca, New York	17
Dartmouth College	Hanover, N. H.	2
Delta College	University Center, Mich.	1
Deury Inst. of Tech.	Chicago, Illinois	1
Duke University	Durham, N. C.	1
Elmira College	Elmira, New York	1
Emerson College	Boston, Mass.	1
Fairleigh Dickinson Univ.	Teaneck, N. J.	1
Florida Inst. of Tech.	Melbourne, Fla.	1
Fordham Univ.	Bronx, New York	2
Fort Wayne Bible Col.	Fort Wayne, Indiana	1
George Washington Univ.	Washington, D. C.	1
Gulf Coast College	Houston, Texas	1

COLLEGES ATTENDED BY RESPONDENTS
(Continued)

Name of Institution	Location	Number of Respondents
Hamilton College	Clinton, New York	1
Univ. of Hartford	West Hartford, Conn.	1
Hartwick College	Oneonta, New York	3
Herbert Lehman (CUNY)	Bronx, New York	4
Hiram Scott College	Scottsbluff, Neb.	1
Hofstra Univ.	Hempstead, New York	3
Houghton College	Houghton, New York	1
Hunter College (CUNY)	New York, New York	5
Jacksonville Univ.	Jacksonville, Fla.	1
Kent State Univ.	Kent, Ohio	2
Keuka College	Keuka Park, New York	1
Kirkland College	Clinton, New York	1
Lea College	Albert Lea, Minn.	1
Lehigh Univ.	Bethlehem, Penn.	2
Luther College	Teaneck, N. J.	1
Manhattan Comm. Col. (CUNY)	New York, New York	3
Marietta College	Marietta, Ohio	1
Mary Washington Col. of the Univ. of Va.	Fredericksburg, Va.	1
Massachusetts Inst. of Tech.	Cambridge, Mass.	1
Miami University	Coral Gables, Fla.	1
Michigan State Univ.	East Lansing, Mich.	1
Univ. of Michigan	Ann Arbor, Mich.	2
Moody Bible Institute	Chicago, Illinois	1
Morehouse College	Atlanta, Georgia	1
Morris Harvey College	Charleston, W. Va.	1
Nazareth College	Rochester, New York	1
Univ. of New Hampshire	Durham, N. H.	1
N. Y. Inst. of Tech.	Old Westbury, New York	1
New York University	New York, New York	3
Univ. of N. Dakota	Grand Forks, N. D.	1
North Texas State University	Denton, Texas	1
Northeastern Univ.	Boston, Mass.	1
Northwestern Michigan College	Travers City, Mich.	1
Northwestern Univ.	Evanston, Illinois	1
Univ. of Notre Dame	Notre Dame, Indiana	1

COLLEGES ATTENDED BY RESPONDENTS
(Continued)

Name of Institution	Location	Number of Respondents
Oberlin College	Oberlin, Ohio	1
Ohio Northern Univ.	Ada, Ohio	1
Ohio State Univ.	Columbus, Ohio	1
Ohio Weslyn University	Delaware, Ohio	1
Pace College	New York, New York	1
Palm Beach Jr. College	Lakeworth, Florida	1
Parsons School of Design	New York, New York	1
Univ. of Penn.	Phila., Penn.	3
Univ. of Pittsburgh	Pittsburgh, Pa.	1
Rensselaer Poly. Inst.	Troy, New York	1
Ricker College	Houlton, Maine	1
Rider College	Trenton, New Jersey	1
Univ. of Rochester	Rochester, New York	4
Rosary Hill College	Buffalo, New York	1
Russell Sage College	Troy, New York	2
Rutgers Univ.	New Brunswick, N. J.	1
St. Bonaventure Univ.	Olean, New York	2
St. John's Univ.	Jamaica, New York	2
St. Lawrence Univ.	Canton, New York	3
St. Paul's College	Lawrenceville, Va.	1
College of St. Rose	Albany, New York	1
Univ. of S. Carolina	Columbia, S. C.	1
South Hampton Col. of L. I. Univ.	Southhampton, New York	2
Syracuse Univ.	Syracuse, New York	12
Texas Christian Univ.	Forth Worth, Texas	1
Trinity College	Hartford, Conn.	1
Utica College	Utica, New York	3
Vassar College	Poughkeepsie, New York	2
Univ. of Vermont	Burlington, Vermont	1
Virginia Intermount	Bristol, Virginia	2
Wellesley College	Wellesley, Mass.	1
Wesley College	Dover, Delaware	1
Western Reserve Univ.	Cleveland, Ohio	3
Wharton County Jr. Col.	Wharton, Texas	1
Whittenburg, Univ.	Springfield, Ohio	1
College of Wooster	Wooster, Ohio	1
York Col. of Penn.	York, Pa.	1
CUNY--Bronx Comm. Col.	New York, New York	4

COLLEGES ATTENDED BY RESPONDENTS
(Continued)

Name of Institution	Location	Number of Respondents
CUNY--Brooklyn College	Brooklyn, New York	7
CUNY--City College of N.Y.	New York, New York	8
CUNY--Queens College	Flushing, New York	9
CUNY--Kingsborough Comm. College	Brooklyn, New York	2
CUNY--N.Y.C. Comm. Col.	New York, New York	4
CUNY--Queensborough Comm. Col.	Bayside, New York	4
CUNY--Staten Island Comm. Col.	Staten Island, New York	2
CUNY--York College	Bayside, New York	3
SUNY--Univ. at Albany	Albany, New York	9
SUNY--Univ. at Binghampton	Binghampton, New York	2
SUNY--Col. at Brockport	Brockport, New York	3
SUNY--Col. at Buffalo	Buffalo, New York	7
SUNY--Univ. at Buffalo	Buffalo, New York	15
SUNY--Agric. & Tech. Inst. at Canton	Canton, New York	3
SUNY--Agric. & Tech. Inst. at Cobleskill	Cobleskill, New York	2
SUNY-Corning Comm. Col.	Corning, New York	4
SUNY--College at Cortland	Cortland, New York	4
SUNY--Delhi	Delhi, New York	1
SUNY--Dutchess Comm. Col.	Poughkeepsie, New York	1
SUNY--Erie County Tech. Inst.	Buffalo, New York	7
SUNY--Col. at Fredonia	Fredonia, New York	3
SUNY--Genesee Comm. Col.	Batavia, New York	1
SUNY--College at Geneseo	Geneseo, New York	1
SUNY--Hudson Valley Comm. Col.	Troy, New York	4
SUNY--Jefferson Comm. Col.	Watertown, New York	1
SUNY--Agric. & Tech. Inst. at Morrisville	Morrisville, New York	4
SUNY--Col. at New Paltz	New Paltz, New York	4
SUNY--Col. at Old Westbury	Oyster Bay, New York	1
SUNY--Onondaga Comm. Col.	Syracuse, New York	7
SUNY--Col. at Oneonta	Oneonta, New York	4

COLLEGES ATTENDED BY RESPONDENTS
(Continued)

Name of Institution	Location	Number of Respondents
SUNY--Orange County Comm. Col.	Middletown, New York	3
SUNY--Mohawk Valley Comm. Col.	Utica, New York	7
SUNY--Monroe Comm. Col.	Rochester, New York	3
SUNY--Nassau Comm. Col.	Garden City, New York	7
SUNY--Niagara County Comm. Col.	Niagara Falls, New York	10
SUNY--Col. at Oswego	Oswego, New York	3
SUNY--College at Plattsburgh	Plattsburgh, N. Y.	4
SUNY--Col. at Potsdam	Potsdam, New York	4
SUNY--Rockland Comm. Col.	Suffern, New York	2
SUNY--Univ. at Stony Brook	Stony Brook, New York	2
SUNY--Suffolk Comm. Col.	Selden, New York	2
SUNY--Westchester Comm. Col.	Valhalla, New York	2
SUNY--Upstate Medical Center	Syracuse, New York	1
Total		365 91%
No Response		35 9%

COLLEGE AND UNIVERSITY ENROLLMENT

NEW YORK STATE

FALL 1970

(Preliminary)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Information Center on Education
Albany, New York 12224

EC 006 084

The data contained in this report were collected on a form entitled Opening Fall Enrollment distributed to all institutions in the State chartered by the New York State Board of Regents. The data include full- and part-time degree credit and nondegree credit enrollment for all institutions. All data are preliminary at this time. A more comprehensive publication reporting enrollment for each individual institution will be distributed at a later date.

In the next publication enrollment by institution will be grouped in the same institution types that are found in Table 1 of this report. Please note that the institution types reported this year are subgroupings of the larger types used in previous years. A more accurate and complete view of enrollment may be obtained using this format.

In addition to summary data for the 1970 school year, a table has been provided (Table 2) which shows the trend of enrollment in higher education institutions by gross institution type.

Table 1

FULL- AND PART-TIME DEGREE CREDIT AND NONDEGREE CREDIT
ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION
BY TYPE OF INSTITUTION
NEW YORK STATE
Fall 1970
(Preliminary)

Type of Institution	Full-Time	Part-Time	Total
Nonpublic Institutions			
Four-Year-Or-More	220,857	97,242	318,099
Multiversities	70,466	22,862	93,308
Universities	39,783	28,296	68,079
College Complexes	50,664	20,766	71,430
Colleges	26,148	5,337	31,485
Engineering & Tech. Colleges	21,654	12,447	34,101
Specialized Colleges	6,781	6,918	13,699
Health Sciences Centers	2,217	195	2,412
Seminaries & Religious Train.	3,144	421	3,565
Two-Year Colleges	6,377	1,145	7,522
Total Nonpublic	227,234	98,387	325,621
Public Institutions			
Four-Year-Or-More	170,983	87,632	258,615
State University	209,084	110,831	319,915
University Centers	37,333	15,608	52,941
University Colleges	49,465	16,554	66,019
Health Science Centers	3,656	177	3,833
Specialized Colleges	2,293	222	2,515
Statutory Colleges	5,724	9	5,733
City University	72,512	55,062	127,574
Graduate Center	1,438	562	2,000
University Colleges	71,074	54,500	125,574
Two-Year Colleges	110,613	78,261	188,874
Agric. & Technical Colleges	16,673	6,396	23,069
Community Colleges	93,940	71,865	165,805
Outside New York City	60,270	50,105	110,375
Community Colleges in N.Y.C.	33,670	21,760	55,430
Total Public	281,596	165,893	447,489
Total Four-Year	391,840	184,874	576,714
Total Two-Year	116,990	79,406	196,396
Total State	508,830	264,280	773,110

Table 2

ENROLLMENT* TRENDS IN INSTITUTIONS OF HIGHER EDUCATION
BY TYPE OF INSTITUTION
NEW YORK STATE
FALL 1966 THROUGH FALL 1970

Type of Institution	Fall 1966		Fall 1967		Fall 1968		Fall 1969		Fall 1970**	
	Enrollment	% of State Total	Enrollment	% of State Total	Enrollment	% of State Total	Enrollment	% of State Total	Enrollment	% of State Total
Nonpublic	325,664	51.2	341,677	50.3	355,554	48.5	358,950	47.3	325,621	42.1
Four-Year-Or-More	317,614	49.9	333,751	49.1	348,065	47.5	350,437	46.2	318,099	41.1
Two-Year	8,050	1.3	7,926	1.2	7,489	1.0	8,513	1.1	7,522	1.0
Public	310,442	48.8	338,051	49.7	377,021	51.5	399,725	52.7	447,489	57.9
Four-Year-Or-More	194,932	30.6	201,860	29.7	216,482	29.6	230,285	30.4	258,615	33.5
Two-Year	115,510	18.2	136,191	20.0	160,539	21.9	169,440	22.3	188,874	24.4
Total State	636,106	100.0	699,728	100.0	732,575	100.0	758,675	100.0	773,110	100.0

* Full- and Part-Time Degree Credit and Non-Degree Credit Enrollment

** Preliminary